



Tools for Comprehensive School Health Programs:

***Guest Presenters -
Connecting Community Agencies
with Schools to Support
Instruction in Health and Safety***



Wisconsin Department of Public Instruction
Wisconsin Department of Health and Family Services

**Tools for
Comprehensive School Health
Programs:
Guest Presenters—Connecting Community
Agencies with Schools to Support Instruction
in Health and Safety**



Elizabeth Burmaster, State Superintendent
Wisconsin Department of Public Instruction
Madison, Wisconsin



Phyllis Dubé, Secretary
Wisconsin Department of Health and Family Services
Madison, Wisconsin

This publication is available from:

Student Services/Prevention and Wellness Team
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707
(608) 266-8960; (800) 441-4563
<http://www.dpi.state.wi.us/dpi/dlsea/sspw/pdf/guestpresenters.pdf>

©Wisconsin Department of Public Instruction
June 2000, July 2001

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability



Recycled Paper



Contents

Introduction	v
Acknowledgments	vi
Narrative	1
Summary Checklist.....	3
Appendix #1 – Reminders for Handling Sensitive Issues and Questions	5
Appendix #2 – Community Presenter Request Confirmation.....	7
Appendix #3 – Community Presentation Evaluation.....	9



Introduction

Collaboration: Mobilizing to Promote Healthy, Resilient, and Successful Learners

In order to ensure the health and academic success of our youth, all community members and institutions must be engaged in coordinated youth development, health promotion, and risk prevention efforts. Families, schools, health and social services professionals, justice personnel, community-based organizations, media, and others must work in concert to help guide our young on a successful life course. The missions and goals of these various community entities are often very similar. None of us can reach our goals alone. Therefore, communities need to develop the successful relationships and partnerships that are the foundations of effective collaboration. *Tools for Comprehensive School Health Programs: Guest Presenters - Connecting Community Agencies with Schools to support Instruction in Health and Safety* is a valuable resource that parents, schools, and community organizations can use to improve the health and academic success of youth in their community.

Tools for Comprehensive School Health Programs: Guest Presenters - Connecting Community Agencies with Schools to support Instruction in Health and Safety, focuses on the coordination of presenters within the school environment. To insure the presentation is successful, both school and community input on both the content and process is vital. A student's education is greatly enhanced when a knowledgeable professional presents age appropriate, state-of-the-art health and safety related programs. The tips offered in *Tools for Comprehensive School Health Programs: Guest Presenters - Connecting Community Agencies with Schools to Support Instruction in Health and Safety* provide recommendations on planning and coordinating activities for both school and community partners as they prepare for a school presentation.



Acknowledgements

The materials in this document serve as a series of checklists and appendices for use by school and community personnel when engaging in collaborative projects related to Comprehensive School Health Programs and youth health and safety initiatives. Through the efforts of individuals representing the Wisconsin *Department of Public Instruction* and the *Department of Health and Family Services*, we have put this document together keeping in mind both concise *form* and easy to use *function*. As a workgroup, the members of these agencies hope this document assists you in building future partnerships.

The following people provided their input and expertise in the development of these resources:

Julie Allington, Consultant, Nutrition Education, Department of Public Instruction

Deb Bilzing, Consultant, School Counseling Programs, Department of Public Instruction

Chet Bradley, Consultant, Physical and Health Education, Consultant, Department of Public Instruction

Nic Dibble, Consultant, School Social Work Services, Department of Public Instruction

Diana Ditsch, Sexual Assault Prevention Coordinator, Department of Health and Family Services

Mary Jean Erschen, Emergency Medical Services for Children, Department of Health and Family Services

David Gundersen, Director, School Health Programs, Department of Health and Family Services

Linda Hale, Emergency Medical Services Section Chief, Department of Health and Family Services

Jon W. Hisgen, Consultant, Comprehensive School Health Education, Department of Public Instruction

Karen Johnson, HIV Prevention Consultant, Department of Health and Family Services

Sharon Lidberg, Adolescent Health Program Consultant, Department of Health and Family Services

Linda Caldart Olson, School Nursing and Health Program Consultant, Department of Public Instruction

Anna Storkson, Environmental Health Specialist, Department of Health and Family Services

Brian Weaver, Consultant, AIDS/HIV, Department of Public Instruction

Doug White, Team Leader, Student Services, Prevention and Wellness Team, Department of Public Instruction



Guest Presenters - Connecting Community Agencies with Schools to Support Instruction in Health and Safety

Narrative

Community agencies can offer valuable insights on health and safety curriculum by providing expert presenters on important issues. The following checklist can serve as a guide to developing and implementing an effective partnership between schools and community agencies to enhance classroom instruction through guest speakers..

School Personnel Responsibilities

Prior to Presentation:

- ☐ Contact the presenter at least one month in advance. Contact the panel facilitator or each individual panel member to inform them of your expectations for the presentation, if you are planning a panel discussion.
- ☐ Clarify goals and purpose of the presentation.
- ☐ Provide the presenter with information on curriculum content.
- ☐ Provide copy of your school's written policy and procedures regarding presenters and content.
- ☐ Provide the presenter with students' backgrounds, including:
 - prior knowledge of the topic;
 - size of the group, composition of the class in terms of age, gender, ethnicity;
 - any special characteristics of the class including children with special needs.
- ☐ Develop the presentation content jointly.
- ☐ Clarify what may be inappropriate to be covered.
- ☐ Review materials (such as handouts, audio-visual materials, and other technology) that will be used.
- ☐ Determine how questions will be handled. (See Appendix 1)
- ☐ Discuss the details of the day:
 - date, time and place of the class;
 - number and length of presentation(s);
 - class ground rules.

The day of the presentation:

- ☐ Remind appropriate school personnel that a guest will be in the building.
- ☐ Have all AV or technology equipment in the classroom and check to see that it works properly.
- ☐ Introduce the presenter or have assigned students carry out that role.
- ☐ Remain in the classroom as a facilitator, participant and/ or classroom manager.
- ☐ Step in tactfully and redirect if the presentation deviates from the agreed focus.

Following the presentation:

- ☐ Discuss with the presenter how the presentation went.
- ☐ Provide feedback from both students and teacher. (See Appendix 3)
- ☐ Develop follow-up activities for the students such as discussions, a related activity, journaling, and/or thank you notes to the presenter(s).

Community Presenter Responsibilities

Prior to Presentation:

(Check off each item as it is completed)

- ☐ Contact and discuss curriculum content with the teacher using the following key questions.
 - what would you like me to present on and what content do you want me to cover?
 - what classroom activities will lead up to the presentation?
 - what presentation formats and materials are most engaging for the students?
 - do you have curriculum materials or a curriculum outline that will be helpful?
- ☐ Check to see if there are any special characteristics or needs of the students, school staff or parents to be considered.
- ☐ Check on the size and structure of the class (rows or pods).
- ☐ Visit the class ahead of time, if possible.
- ☐ Clarify presentation format, with special attention to age and developmental appropriateness.
- ☐ Send the classroom teacher a copy of handouts and/or audiovisual materials ahead of time.
- ☐ Discuss what will and will not be presented with the classroom teacher.
- ☐ Discuss how questions will be handled;
 - audio-visual needs;
 - directions to the school;
 - parking arrangements;
 - school check in procedures.
- ☐ Prepare the students for the presenter by asking them to develop questions and creating a class question list to give to the presenter.
- ☐ Assign students to greet and introduce the presenter.
- ☐ Inform the presenter if his/her presentation will be recorded.
- ☐ Complete the presenter confirmation form and send to the presenter. (Appendix 2)

The day of the presentation:

- ☐ Arrive early to develop a comfort level with the site and the staff.
- ☐ Use visitor parking and display a parking permit, if required.
- ☐ Introduce yourself to the students including a brief statement of your qualifications, experiences and agency services.
- ☐ Respect diverse community norms, attitudes, and student experiences.

Following the presentation:

- ☐ Get some feedback on the presentation via written evaluation if time permits.
- ☐ Discuss with the classroom teacher: Did the presentation meet expectations?
- ☐ Provide follow-up suggestion/materials for the students.
- ☐ Make a phone call or send a thank you letter, asking how to be of further assistance.
- ☐ Conduct a personal reflection on the effectiveness of the presentation.



Guest Presenters—Connecting Community Agencies with Schools to Support Instruction in Health and Safety

Summary Checklist

School Personnel Responsibilities

Prior to the presentation:

- ☐ Contact the presenter or panel facilitator
- ☐ Clarify goals and purpose of the presentation.
- ☐ Provide the presenter with information on curriculum content.
- ☐ Provide copy of your school's written policy and procedures regarding presenters and content.
- ☐ Provide the presenter with students' backgrounds.
- ☐ Clarify what may be inappropriate to be covered.
- ☐ Review materials
- ☐ Determine how questions will be handled.
- ☐ Discuss the details of the day.
- ☐ Prepare students for the presenter.
- ☐ Assign students to greet and introduce the speaker.
- ☐ Complete and send confirmation form.

The day of the presentation:

- ☐ Remind school personnel of the presence of a guest.
- ☐ Have AV equipment ready and working.
- ☐ Introduce the presenter.
- ☐ Remain in the classroom
- ☐ Keep presentation focused.

Following the presentation:

- ☐ Discuss how the presentation went.
- ☐ Provide student and teacher feedback.
- ☐ Develop follow-up classroom strategies.

Community Presenter Responsibilities

Prior to the presentation:

- ☐ Contact and discuss curriculum content.
- ☐ Check to see if there are any special characteristics or needs of the students.
- ☐ Check on the size and structure of the class.
- ☐ Visit the class ahead of time, if possible.
- ☐ Clarify presentation format.
- ☐ Send the classroom teacher a copy of handouts and/or audiovisual materials ahead of time.
- ☐ Discuss what will and will not be presented with the classroom teacher.
- ☐ Discuss how questions will be handled.

The day of the presentation:

- ☐ Arrive early to develop a comfort zone.
- ☐ Use visitor parking and display a parking permit.
- ☐ Introduce yourself to the student including qualifications for the presentation.
- ☐ Respect diverse community norms, attitudes, and student experiences.

Following the presentation:

- ☐ Get student feedback if time permits.
- ☐ Discuss if presentation met expectations.
- ☐ Provide follow-up materials for students.
- ☐ Contact to see if you can be of further assistance.
- ☐ Conduct a personal reflection.



Appendix #1

Reminders for Handling Sensitive Issues and Questions:

1. Set ground rules. Ask participants/learners to identify needs and ground rules.
2. Pay attention to verbal and nonverbal messages between educator/presenter and participants.
3. Ease into issues to show respect for participants' sensitivity to the topics.
4. Recognize limitations. Be honest.
5. Demonstrate setting boundaries and limits; it shows self-respect and self-care.
"Pass" on the following types of questions, or suggest that questions be answered privately on a one-to-one basis and not in a large group so participants don't feel "brushed off":
 - Personal to participants;
 - Issues not of interest to most of the participants in the class;
 - Information below or above the majority of the participants' experience or comprehension;
 - Questions that are off the subject or disruptive.
6. Set the tone by setting a climate that is serious but not threatening, biased, judgmental, or discriminatory.
 - Demonstrate respect for the participants.
 - Model honesty regarding your feelings about discussing sensitive issues.
 - Demonstrate one's own vulnerability -- for example, embarrassment or naivete.
 - Respond appropriately to correct biased, judgmental, or discriminatory statements.
7. Respect and be comfortable with silence.
8. Enjoy yourself. Appropriate use of humor relieves tension and communicates positive attitudes.
9. Provide time and guidance to assist participants with their reflection on information/events of the presentation.
10. Provide resources for participants who need information, including
 - access to services;
 - names of school or community resources;
 - telephone hotline numbers; or
 - brochures.
11. Encourage participants to discuss issues with peers, parents and other appropriate adults.



Appendix #2

Community Presenter Request Confirmation

Date request is made _____ Date(s) of program _____

Name of requester _____ Time(s) of program _____

Title _____ Number of sessions _____

Phone _____ Time per session _____

Fee ☐ Yes \$ _____ #of participants _____
☐ No

Age/grade level _____

School/Organization _____

Address _____

Directions to presentation site (include map if possible) _____

Topic _____

Background information that may help in preparation _____

Handouts/written materials _____

Videos _____

Group composition

Any special needs/characteristics of the group _____

Site details

Room description (circle pertinent items): blackboard, white board with markers, easel with paper, podium, microphone, fixed or moveable chairs, chairs in rows or pods, other.

Media/other audiovisual equipment needed _____



Appendix #3

Community Presentation Evaluation

Presentation Topic _____

Date _____

Presenter _____

Rate the Presentation

One thing I learned from this presentation is	I wished we would have spent more time on
The presenter was	Another topic I wish the presenter would address is

Would you recommend this presentation to others?

☐ Yes ☐ No

